

CHAPTER IV

FINDING OF THE RESEARCH

In this chapter, the researcher discusses about finding of the research, the researcher would like to analyze each of the data gathered from the action research activities, included preliminary Research, the result of cycle 1 and the result of cycle 2.

4.1 Preliminary Research

Before doing the action research, the researcher did some pre- reflection to know the pre- condition before the implementation of the research. The researcher did an interview and did observation.

Based on the interviewed with the English teacher, the eleventh grade students had difficulties in writing skill especially in making some text, although they have been taught from many time. The teacher said that most of them still difficult in producing a text. They did not want to write some sentences when the teacher asked them to write because they felt that write English sentence was difficult. Therefore, the students' ability of writing had not achieved yet. It was proved by the achievement of the students in mid test. Many students got score under KKM; the KKM in SMK Tamansiswa Kudus is 75.

The also researcher joined in students' class to know the real action of the teacher's teaching model and students' activities in teaching learning process. The researcher did observation to know the situation in the eleventh AP2 (Akuntansi Perkantoran) class. Based on the researcher observation, the researcher found that

the teacher only focus on reading skills and the content of the text. In the process of learning, the teacher often uses question and answer to check their understanding. Then, the teacher also used translation method to make students clearly about the meaning. Finally, the students had to write the answer in the white board. When the teacher found some mistakes in their answer, so the teacher gave correction to them (teacher correction). So here, the teacher as *source corrector*.

Although, the students have been helped to correct their grammatical mistake, in fact they still difficult to arrange the grammatical correctly. In writing activity, the students still felt difficult to write some sentences by using realia. Most of them also still low participation in the process of teaching and learning. Here, the researcher used the daily test as the primary data to prove that the students truly got difficulty to mastery writing text . The students' score of daily test as folllow:

Table 4.1 Data of Students' score of Daily Test in the First semester

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	65	SUFFICIENT
2.	ABF	60	SUFFICIENT
3.	AL	60	SUFFICIENT
4.	AS	70	GOOD
5.	BM	68	SUFFICIENT
6.	DAV	70	GOOD



7.	DPW	40	POOR
8.	DAR	68	SUFFICIENT
9.	EW	80	EXCELLENT
10.	F	75	GOOD
11.	FA	60	SUFFICIENT
12.	GA	75	GOOD
13.	IH	35	POOR
14.	IS	75	GOOD
15.	MNI	40	POOR
16.	MP	70	GOOD
17.	NFW	45	POOR
18.	ORD	75	GOOD
19.	OR	60	SUFFICIENT
20.	PA	60	SUFFICIENT
21.	PJ	75	GOOD
22.	PAK	68	SUFFICIENT
23.	REL	70	GOOD
24.	RRP	40	POOR
25.	SFR	75	GOOD
26.	TRA	50	POOR
27.	YTI	60	SUFFICIENT
28.	WS	55	POOR

29.	ZAL	55	POOR
SUM		1799	
AVERAGE		62,03	

Based on the data above, the average of the score was 62.03 there were only 7 students who reached KKM among 29 students. They must got the minimum score 75 (based on the minimum score on the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015). It could be categorized **sufficient**.

After getting the data results of preliminary research, the researcher assumed the use of realia in teaching writing analytical exposition text could solve those problems. So in the cycle 1, the researcher used realia to teach analytical exposition text and asked the teacher to apply this media in teaching and learning process.

4.2 The Result of Cycle 1

The first cycle was conducted by the writer on September 28th Oktober 1th and 4th 2014. It was conducted in the eleventh AP2 (Akuntansi Perkantoran) grade students of SMK Tamansiswa Kudus in the academic year 2014/2015. It consists of 29 students. This research was implemented through four steps namely planning, acting, observing and reflecting. For more detail, the design of the research can be presented as follows:

4.2.1 Planning

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Teaching					
1.	Greeting	The teacher greeted the students - Assalamual akum wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	There are two students were come late.
2.	Introducing	The teacher introduced me and said: - Well I will introduce herself, her name is Ms. Nur. She is from Muria Kudus university. And I hope you to pay attention in this time because Ms. Nur wants to research your class.	✓		The students gave attention to the teacher	Almost all of the students saw me and say "Hai".
3.	Checking students' attendance	The teacher checked the students'	✓		The students answered the	The students gave respond by rising

1.	Showing some snack and drink.	The teacher put present media in the table.	✓		The students saw and gave attention to the present media in the table	Several students talked with other students and be noisy in the class
2.	Asking the students to make a group consist of 4 students each group.	The teacher asked the students to make a group and make a simple sentence using media in the table (every group choose one of the media to help them to make a simple sentence)	✓		The students choose one of the media.	There are some students did not help their friends to make a simple sentence.
3.	Asking students to stop writing.	The teacher asks the students to stop writing and write their sentence in the white board and analyze or correct the sentence.	✓		The students stop their writing activities in group and write their sentence in the whiteboard.	There is one group did not come forward to write their sentence.
4.	Asking students to sit down and listen.	The teacher asks the students to sit, listen, and pay attention what the	✓		The students listen what the teacher says.	All of the students silent.

		teacher explain.				
5.	Giving individual test for students	Teacher asked the students to finish their individually test.	✓		The students finished their test individually	Several students did not do their test individually
Confirmation						
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	✓		The students gave attention and responded the teacher	The teacher correct the students' work so fast because the time was almost finished
Post- Activity						
1.	Concluding the material	The teacher concluded the material	✓		The students gave attention to the teacher	There were some students who talked with other students
2.	Giving home work from students	The teacher gave homework for students	✓		The students make an analytical exposition text with theme "laptop or handbook"	
3.	Asking the students about the material whether the material is difficult or not	The teacher asked the students - Any question?	✓		The students answer	There were no students gave question to the teacher

3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamual aikum wr. Wb	✓		The students answered the teacher's greeting	Some students still busy with their activities.
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In doing the planning, the researcher made lesson plan appropriate with material and indicator of learning by using realia. Then, the researcher also prepared for data analysis during the research process namely observation sheet and achievement test.

4.2.2 Acting

In this step the researcher implement of planning concept. The result of this research includes the implementation of realia and the students' achievement in writing analytical exposition text.

4.2.3 Observing

In observing the researcher used observation sheet to know the teacher's and students' activities in teaching and learning process by using realia. It could be seen from the result of this cycle that it was not in criterion of success. Therefore, the writer wanted to make revision in the next cycle.

4.2.3.1 The Observation Result of the Teachers' and Students' Activities in Teaching and Learning English by Realia to Improve Writing Analytical Exposition Text for the Eleventh Grade Students of SMK Tamansiswa Kudus in the First Meeting of Cycle 1

Based on observation sheet above, it could be seen that there were some problems in the teaching and learning process. There were some unexpected

condition happen started from greeting, there were several students were not ready to start their class. There were also some problems in main activity, when the teacher asked the students to choose the correct sentence all of the students gave wrong answer, the correct answer was number two but all of the students chose number one. It means that writing skill still difficult for them. The teacher succeeded to motivate the students that study writing analytical exposition text is easy.

4.2.3.2 The Observation Result of the Teachers' and Students' Activities in Teaching and Learning English By Using Realia to Improve Writing Analytical Exposition Text for the Eleventh Grade Students of SMK Tamansiswa Kudus in the second meeting of Cycle 1

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the students - Assalamualakum wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	All of students had come in the class
2.	Checking students' attendance list	The teacher checked the students' attendance list one by	✓		The students answered the teacher	All of the students gave respond when the teacher called their

		one by calling the students' name				name one by one
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Did you study last night?	✓		The students responded the teacher	Several students didn't answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous meeting	- The teacher asked the material the previous meeting	✓		The students answered the teacher's question	Several students just kept silent and only few students who answered the teacher's question. But most of them answer by opening their book
2.	Reviewing the material about analytical exposition	The teacher reviewed the material last week	✓		The students gave attention to the teacher's explanation	Almost of the students gave attention to the teacher
3.	Giving example by using Realia in teaching Analytical exposition text.	The teacher gave the example by using Realia in teaching Analytical exposition	✓		The students gave attention	Several students didn't give attention to the teacher

		text.				
Elaboration						
1.	Dividing the students into 5 groups	The teacher divided the students into 5 groups	✓		The students joined with their group	Students chose their groups by them self, it was spend much time
2.	Giving Analytical exposition text and asking them to analyzed it	The teacher gave Analytical exposition text and asking them to analyze it.	✓		The students with their group analyzed the text	Several students in each group did not did it seriously
3.	Asking students to write their answer in the white board	The teacher asked the leader in each group to write their answer in the white board	✓		The leader in each group wrote their answer in white board	The other students talk each other and make noisy
4.	Guiding students to write Analytical exposition text	The teacher guide the students to write Analytical exposition text	✓		The students gave attention	Most of the students gave respond
5.	Giving individual test for students	The teacher asked the students to write Analytical exposition text	✓		The students wrote Analytical exposition text individually	Several students still confused to write Analytical exposition text
Confirmation						
1.	Correcting the students'	The teacher gave correction to	✓		The students gave	The teacher correct the students'

	work and giving feedback.	the students' work			attention and responded the teacher	work so fast
Post- Activity						
1.	Concluding the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students about the material whether the material is difficult or not	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualaikum wr. Wb	✓		The students answered the teacher's greeting	Almost all of the students answered/responded

Based on observation sheet, there were still found unexpected condition, but it was not as often as the first meeting. In addition, the teacher provided the result of students' achievement in writing Analytical exposition text. It could be seen in the following explanation.

4.2.4 The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Cycle 1

In this cycle consist of two meetings; the teacher measured the students' writing ability by giving a test. The test was done by the students individually. Here is the result of the use of Realia to improve writing Analytical exposition text of eleventh grade students of SMK Tamansiswa Kudus which can be seen as follow:

Table 4.2.4 The Test Score of The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Academic Year 2014/2015 in Cycle 1

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	75	GOOD
2.	ABF	65	SUFFICIENT
3.	AL	55	POOR
4.	AS	70	GOOD
5.	BM	68	SUFFICIENT
6.	DAV	75	GOOD
7.	DPW	55	POOR
8.	DAR	65	SUFFICIENT
9.	EW	80	EXCELLENT
10.	F	85	EXCELLENT
11.	FA	65	SUFFICIENT
12.	GA	75	GOOD

13.	IH	55	POOR
14.	IS	75	GOOD
15.	MNI	50	POOR
16.	MP	70	GOOD
17.	NFW	55	POOR
18.	ORD	75	GOOD
19.	OR	60	SUFFICIENT
20.	PA	70	GOOD
21.	PJ	75	GOOD
22.	PAK	60	SUFFICIENT
23.	REL	70	GOOD
24.	RRP	60	SUFFICIENT
25.	SFR	75	GOOD
26.	TRA	50	POOR
27.	YTI	70	GOOD
28.	WS	60	SUFFICIENT
29.	ZAL	65	SUFFICIENT
SUM		1928	
AVERAGE		66.48	

The Researcher provided the result of the students' achievement in the use of Realia on the table above. The researcher also calculated the average from the

students' score of achievement test of writing skill by using Realia in cycle 1. To look for the average score, the researcher used formula.

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1928}{29} = 66,5$$

Note

X = the average score

$\sum x$ = sum of the whole of score

N = the number of the students

The average of the students' score was 66.5. Beside the average score can be categorized based on the criteria as follows:

SCORE	CRITERIA
80-100	EXCELLENT
70-79	GOOD
56-69	SUFFICIENT
31-55	POOR
0-30	VERY POOR

Table 4.2 the measurement of the students' achievement

Based on the table, the researcher concludes that the average score is **sufficient** because the average score was 66.5. The average score of achievement test of the writing skill by using Realia in cycle 1 was 66.5

Based on the score above, it can be seen that many students still got scores under Passing Grade (KKM). It means that the implementation of the use of Realia to improve writing skill had not made improvement yet. Seeing and considering the result in cycle 1, the researcher decided to continue the action to the next cycle.

4.3 The Result of Cycle 2

Basically, the design of teaching learning of cycle 2 was not far different from those on cycle 1. The average of the students' score was still under passing grade. So, the researcher decided to continue this research to the next cycle.

The action of this cycle was done on Oktober 9nd and 11th 2014. It was followed by the eleventh AP2 (Akuntansi Perkantoran) grade students of SMK Tamansiswa Kudus in the academic year 2014/2015. It consists of 29 students. The result of this research includes the implementation of the use of Realia to improve writing analytical exposition text. The researcher also provided the result in this cycle which can be seen as follows.

4.3.1 The Implementation of the use of Realia to improve Writing Analytical exposition Text of the Eleventh Grade Students of SMK Tamansiswa Kudus in the Ffirst meeting of Cycle 2

In this cycle, the researcher used observation sheet to know the teacher's and students' activity in the implementation of the use of Realia in teaching and

learning process. It was almost same with the 1st cycle. But, in cycle 1 the students chose the group by themselves, in cycle 2 the group had been chosen by the teacher. In this cycle the researcher had a quiz for students to make students relax and more active in teaching and learning process. The result of the implementation of the use of Realia to improve writing Analytical exposition text can be seen as follows:

4.3.2 The Observation Result of the Teachers' and Students' Activities in Teaching and Learning English By Using Realia to Improve Writing Analytical exposition text for the eleventh Grade Students of SMK Tamansiswa Kudus in the Ffirst meeting of Cycle 2

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the students - Assalamuala kum wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	All of students had come in the class
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	✓		The students answered the teacher	The students rise their hands when the teacher called their name

3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	✓		The students responded the teacher	Almost all of the students answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous meeting	- The teacher asked the material last week	✓		The students answered the teacher's question	Some students answer the teacher's question by opening their book
2.	Reviewing the material about analytical exposition text.	The teacher reviewed the material last week	✓		The students gave attention to the teacher's explanation	Almost all of the students gave attention to the teacher
3.	Giving example by using realia to make an analytical exposition text	The teacher gave the example by using realia to make an analytical exposition text	✓		The students gave attention	Several students did not give attention to the teacher
Elaboration						
1.	Dividing the students into 5 groups	The teacher divided the students into 5 groups	✓		The students joined with their group	The teacher chose the students' group

2.	Ask the students to make an analytical exposition text with theme (snack, toys car, laptop, etc)	The teacher asks the students to make an analytical exposition text for each.	✓		The students with their group make an analytical exposition text.	Several students in each group did not do it seriously
3.	Giving quis for students (group A,B,C and D)	The teacher gave score for each group who could answer the question in white board	✓		The leader in each group answer the question based on the text quickly	The other students helped the leader to answer the question
4.	Guiding students to write analytical exposition text and explained about analytical exposition text generally	The teacher guide the students to write analytical exposition text explained about analytical exposition text generally	✓		The students gave attention	Most of the students gave respond
Confirmation						
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	✓		The students gave attention and responded the teacher	The teacher correct the students' work so fast
Post- Activity						
1.	Concludin g the material	The teacher concluded the material		✓	The students gave attention to	The teacher didn't do it because time

					the teacher	so limit
2.	Asking the students' difficulties	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualai kum wr. Wb	✓		The students answered the teacher's greeting	Almost all of the studnets answered/ gave response

The first meeting in cycle 2, the researcher only gave assignment in group by giving quiz because the time didn't enough to give individual assignment. Then, the researcher continue to the second meeting in cycle 2 in order to improve their writing skill especially to improve writing analytical exposition by using Realia. The result of the implementation of Realia in the second meeting in cycle 2 which can be seen as following table.

4.3.3 The Observation Result of the Teachers' and Students' Activities in Teaching and Learning English By Using Realia to Improve writing analytical exposition text in the eleventh Grade Students of SMK Tamansiswa Kudus in the Second meeting of Cycle 2

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the	✓		Answered the teacher's greeting and	All of students had come in the

		students - Assalamuala kum wr. wb. - Good morning class? - How are you today?			questions	class and gave respond
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	✓		The students answered the teacher	The students rise their hands when the teacher called their name
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	✓		The students responded the teacher	Almost all of the students answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous meeting	- The teacher asked the material last week (analytical exposition text)	✓		The students answered the teacher's question	Some students answer the teacher's question by opening their book
2.	Reviewing the material about analytical exposition text.	The teacher asked one of students to make simple analytical exposition text directly in the	✓		The students gave respond	The class very noisy.

Post- Activity						
1.	Concluding the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students' difficulties	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualai kum wr. Wb	✓		The students answered the teacher's greeting	All of the students gave respond,

Based on the result of observation sheet above described that many students were enthusiastic in teaching and learning process in almost all of the activity. In exploration when The teacher asked the students to make analytical exposition text directly, suddenly the class very noisy. But, finally there is one student want to come forward and write a simple analytical exposition text. It means that most of them had familiar in make and analyze analytical exposition text with their idea using media that can help their imagination. That condition made the students easy to write analytical exposition text by their own word.

4.3.4 The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Cycle 2

In this cycle the researcher measured the students' skill to write analytical exposition text. The test was done by the students individually. Here is the result

of the use of Realia in writing analytical exposition text of eleventh grade students of SMK Tamansiswa Kudus which can be seen as follow:

Table 4.3.5 The Test Score of The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Academic Year 2014/2015 in Cycle 2

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	80	EXCELLENT
2.	ABF	80	EXCELLENT
3.	AL	75	GOOD
4.	AS	70	GOOD
5.	BM	80	EXCELLENT
6.	DAV	75	GOOD
7.	DPW	90	EXCELLENT
8.	DAR	75	GOOD
9.	EW	80	EXCELLENT
10.	F	75	GOOD
11.	FA	80	EXCELLENT
12.	GA	80	EXCELLENT
13.	IH	75	GOOD
14.	IS	65	SUFFICIENT
15.	MNI	75	GOOD

16.	MP	80	EXCELLENT
17.	NFW	75	GOOD
18.	ORD	80	EXCELLENT
19.	OR	75	GOOD
20.	PA	80	EXCELLENT
21.	PJ	75	GOOD
22.	PAK	95	EXCELLENT
23.	REL	80	EXCELLENT
24.	RRP	75	GOOD
25.	SFR	80	EXCELLENT
26.	TRA	75	GOOD
27.	YTI	70	GOOD
28.	WS	80	EXCELLENT
29.	ZAL	80	EXCELLENT
SUM		2255	
AVERAGE		77.76	

Students' achievement of the use of Realia to improve writing analytical exposition text on the table above, the researcher also calculated the average from the students' score of achievement test of writing skill by using Realia in cycle 2.

To look for the average score, the research used formula.

$$\bar{X} = \frac{\sum x}{N}$$

$$\overline{X} = \frac{2255}{29} = 77.76$$

Note

X = the average score

$\sum x$ = sum of the whole of score

N = the number of the students

The average of the students' score was 77.76. Beside the average score can be categorized based on the criteria as follows:

SCORE	CRITERIA
80-100	EXCELLENT
70-79	GOOD
56-69	SUFFICIENT
31-55	POOR
0-30	VERY POOR

Table 4.7 the measurement of the students' achievement

Based on the table, the researcher concludes that the average score is **Good** because the average score was 77.76. The average score of achievement test of the use of Realia to improve writing analytical exposition text in cycle 2 was 77.76

From the fact above, the students' writing skill increases from test in cycle 1 and cycle 2. It means that the use of Realia can improve students' writing skill.

Based on the table, the researcher concludes that the average score is **good** because the average score was 77.76. The average score of achievement test of the writing skill by using Realia in cycle 2 was 77.76

Based on the score above, it can be seen that many students still got enough scores of (KKM). It means that the implementation of the use of Realia to improve writing skill had not made improvement yet. Seeing and considering the result in cycle 2, the researcher decided to continue the action to the next cycle.

4.4 The Result of Cycle 3

Basically, the design of teaching learning of cycle 3 was not far different from those on cycle 1 and 2, but simple. The average of the students' score was still gratified yet. So, the researcher decided to continue this research to the next cycle.

The action of this cycle was done on December 17nd and 18th 2014. It was followed by the eleventh AP2 (Akuntansi Perkantoran) grade students of SMK Tamansiswa Kudus in the academic year 2014/2015. It consists of 29 students. The result of this research includes the implementation of the use of Realia to improve writing analytical exposition text. The researcher also provided the result in this cycle which can be seen as follows.

4.4.1 The Implementation of the use of Realia to improve Writing Analytical exposition Text of the Eleventh Grade Students of SMK Tamansiswa Kudus in the First meeting of Cycle 3

In this cycle, the researcher used observation sheet to know the teacher's and students' activity in the implementation of the use of Realia in teaching and learning process. It was almost same with the 1st cycle and 2nd cycle. But, in cycle 1 the students chose the group by themselves, in cycle 2 the group had been chosen by the teacher and quiz. In this cycle the researcher was located in school yard and using realia in around them, for example: basket ball, .The result of the implementation of the use of Realia to improve writing Analytical exposition text can be seen as follows:

4.4.2 The Observation Result of the Teachers' and Students' Activities in Teaching and Learning English By Using Realia to Improve Writing Analytical exposition text for the eleventh Grade Students of SMK Tamansiswa Kudus in Cycle 3

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the students - Assalamualakum wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	All of students had come in the class
2.	Checking students' attendance list	The teacher checked the students' attendance	✓		The students answered	The students rise their hands

		list one by one by calling the students' name			the teacher	when the teacher called their name
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	✓		The students responded the teacher	all of the students answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous meeting	- The teacher asked the material last week	✓		The students answered the teacher's question	Some students answer the teacher's question by opening their book
2.	Reviewing the material about analytical exposition text.	The teacher reviewed the material last week	✓		The students gave attention to the teacher's explanation	all of the students gave attention to the teacher
3.	Giving example by using realia to make an analytical exposition text	The teacher gave the example by using realia to make an analytical exposition text	✓		The students gave attention	students give attention to the teacher.

Elaboration						
1.	Ask the students to make an analytical exposition text with topic (realia in their school yard)	The teacher asks the students to make an analytical exposition text for all of students in individual.	✓		The students make an analytical exposition text.	All of the students take a paper and start to write, and also ask the teacher about movies.
2.	Giving clues of realia around them in school yard, for example: basketball, flagpole, grass and then they used that realia to make a simple sentence of analytical exposition.	The teacher write clues in the small white board, such as: funny part in that ball, the color, and etc.	✓		The students continued their writing.	Some students ask the teacher about more examples that can she or he write.
3.	Guiding students to write analytical exposition text and explained about analytical exposition text generally	The teacher guide the students to write analytical exposition text explained about analytical exposition text generally	✓		The students gave attention	Most of the students gave respond
4.	The teacher take 1 text that the students write	The teacher writes down text in the white board and analyzes that text with	✓		The students pay attention to the teacher.	Some students chat with the students next her.

		the students.				
Confirmation						
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	✓		The students gave attention and responded the teacher	The teacher correct the students' work so fast
Post- Activity						
1.	Concluding the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students' difficulties	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamual aikum wr. Wb	✓		The students answered the teacher's greeting	Almost all of the students answered/ gave response

The meeting in cycle 3, the researcher only gave assignment in individual by giving topic with some clues to make easier for students to write down the text. Based on the result of observation sheet above described that many students were enthusiastic than before in teaching and learning process in almost all of the activity. In exploration when The teacher asked the students to make analytical

exposition text directly, suddenly the class very noisy and in this meeting the students very serious in teaching and learning process than before until the end of class. It means that most of them had familiar and enthusiasm in make and analytical exposition text with their idea using media that can help their imagination. That condition made the students easy to write analytical exposition text by their own word.

4.4.3 The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Cycle 3

In this cycle the researcher measured the students' skill to write analytical exposition text. The test was done by the students individually. Here is the result of the use of Realia in writing analytical exposition text of eleventh grade students of SMK Tamansiswa Kudus which can be seen as follow:

Table 4.4.4 The Test Score of The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Academic Year 2014/2015 in Cycle 3

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	85	EXCELLENT
2.	ABF	85	EXCELLENT
3.	AL	80	EXCELLENT
4.	AS	75	GOOD
5.	BM	80	EXCELLENT

6.	DAV	75	GOOD
7.	DPW	95	EXCELLENT
8.	DAR	80	EXCELLENT
9.	EW	90	EXCELLENT
10.	F	75	GOOD
11.	FA	85	EXCELLENT
12.	GA	85	EXCELLENT
13.	IH	75	GOOD
14.	IS	75	GOOD
15.	MNI	80	EXCELLENT
16.	MP	90	EXCELLENT
17.	NFW	80	EXCELLENT
18.	ORD	85	EXCELLENT
19.	OR	75	GOOD
20.	PA	90	EXCELLENT
21.	PJ	80	EXCELLENT
22.	PAK	100	EXCELLENT
23.	REL	80	EXCELLENT
24.	RRP	75	GOOD
25.	SFR	80	EXCELLENT
26.	TRA	75	GOOD
27.	YTI	90	EXCELLENT

28.	WS	85	EXCELLENT
29.	ZAL	80	EXCELLENT
SUM		2385	
AVERAGE		82,24	

Students' achievement of the use of Realia to improve writing analytical exposition text on the table above, the researcher also calculated the average from the students' score of achievement test of writing skill by using Realia in cycle 3. To look for the average score, the research used formula.

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2385}{29} = 82,24$$

Note

X = the average score

$\sum x$ = sum of the whole of score

N = the number of the students

The average of the students' score was 82.24. Beside the average score can be categorized based on the criteria as follows:

SCORE	CRITERIA
80-100	EXCELLENT
70-79	GOOD
56-69	SUFFICIENT
31-55	POOR
0-30	VERY POOR

Table 4.8 the measurement of the students' achievement

Based on the table, the researcher concludes that the average score is **Excellent** because the average score was 82. 24. The average score of achievement test of the use of Realia to improve writing analytical exposition text in cycle 3 was 82. 24

From the fact above, the students' writing skill increases from test in cycle 1, cycle 2, and cycle 3. It means that the use of Realia can improve students' writing skill.